

**Job Title:** School Psychologist – Intern

**FLSA Exemption Status:** Exempt

**Term:** In accordance with internship requirements

**Minimum Qualifications:**

1. Complete all university program requirements to successfully complete internship experience.
2. Enrolled in an accredited Educational Specialist degree or higher school psychology program.
3. Enrolled in an internship class with a university program advisor.
4. Demonstrated successful completion of school psychology practicum experience.
5. Demonstrated successful course completion in cognitive, behavioral, and academic testing and related skills.

**Job Objectives/Goals:**

This position will work collaboratively with a licensed School Psychologist to provide consultation and collaboration with staff and parents, conduct psycho-educational evaluations and advice on effective prevention and intervention activities. Major activities of the position may include leading the evaluation planning process, assisting and completing comprehensive special education evaluations, analyzing and interpreting evaluation results and supporting school teams to make data-based decisions.

**Responsibilities and Essential Functions:**

1. Communicate effectively (both orally and in writing) and collaboratively with students, parents and staff.
2. Participate in building data team meetings and district school psychologist meetings.
3. Assists in the completion of special education evaluations utilizing TN DOE eligibility guidelines.
4. Interpret evaluation and progress monitoring data, psychological and psychiatric reports and special education documents.
5. Use a variety of assessment tools to assess academic skills, cognitive ability, psychological processing, adaptive and social skills, emotional/behavioral status and mental health status.
6. Integrate evaluation data into a clear, organized and educationally relevant evaluation report
7. Facilitate special education meetings
8. Use technology fluently to manage all components of the job
9. Maintain records in an accurate and confidential manner consistent with applicable rules.
10. Capacity to drive between schools during the work day.
11. Performs other duties as requested by the Internship Supervisor and/or Special Education Supervisor.
12. Performs other duties as assigned.

**Skills and Abilities Required:**

The following listing should not be deemed to be an inclusive listing but general expectations of the required knowledge, skills, and abilities:

1. Cultivates and models a respectful working and learning environment.
2. Works effectively and collaboratively with diverse student, staff and community populations.
3. Strives to improve professional competence through an ongoing program of reading, workshops, seminars, conferences, classes, and other professional development activities.
4. Remains an active learner, being willing to learn new ways to do things.

5. Follow-up appropriately on all referrals for assessment services.
6. Uses a wide variety of assessment techniques to evaluate students' academic skills, learning aptitudes, personality and emotional development, adaptive behavior, and social skills.
7. Integrates assessment data into a concise, organized and educationally relevant evaluation report.
8. Coordinates all special education evaluations and three-year re-evaluations for all students in the district.
9. Attends data team meetings in the assigned school(s), IEP meetings and meetings of the school psychologists.
10. Responds to questions from parents concerning the evaluation process and district procedures.
11. Maintains accurate, complete and confidential records as required by law, district policy and administrative regulations.
12. Maintains compliance with state and federal rules for establishing special education eligibility and completing evaluations.
13. Works harmoniously with others and communicates effectively (both orally and in writing) with students, parents and staff.
14. Works as an active, contributing team member of school teams, regional teams, district teams and Student Services Department groups to solve problems and create new opportunities.
15. Facilitates special education meetings.
16. Operates computer and software programs as related to job responsibilities.
17. Performs other duties as requested by the Student Services administrator.
18. Frequent or prolonged standing, walking and sitting.
19. Frequent and prolonged talking/hearing conversations.
20. Experience differentiating practices for diverse populations.
21. Ability to work effectively and collaboratively with diverse students, staff and community populations.

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Data Perception: Ability to understand and interpret information presented in the form of charts, graphs, or tables.

**Physical Demands:**

This job may require lifting of objects that exceed ten (10) pounds. Other physical demands that may be required are as follows:

1. Seeing
2. Talking
3. Hearing

**Reports To:** Supervising School Psychologist, Special Education Supervisor

**Disclaimer:** The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees in this job.